# West Contra Costa Unified School District
# Hanna Ranch Elementary School

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

## 2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Greg Santiago**
Principal: **Mr. Greg Santiago**
Telephone Number: **(510) 231-1441**
Address: **2480 Refugio Valley Road**
**Hercules, CA 94547-1553**
E-mail address: **gsantiago@wccusd.net**

## *BOARD OF EDUCATION*
**2017 - 2018**

**BOARD PRESIDENT : ELIZABETH BLOCK**
**BOARD CLERK : VALERIE CUEVAS**
**MADELINE KRONENBERG**
**TOM PANAS**
**MISTER PHILLIPS**

| **Superintendent** | | |
|---|---|---|
| Matthew Duffy | | |
| District Address 1108 Bissell Avenue | City Richmond, CA | Zip Code 94801 |
| Telephone (510) 231-1101 | Fax (510) 236-6784 | |
| Email Address Matthew.duffy@wccusd.net | | |

| **Deputy Superintendent** | | |
|---|---|---|
| Nia Rashidchi | | |
| District Address 1108 Bissell Avenue | City Richmond, CA | Zip Code 94801 |
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# School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.


   **X** English Learner Advisory Committee

   Other *(list)*
   **ELAC**



4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: **10/17/17**.

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.


Attested:

| **Greg Santiago** | | |
| --- | --- | --- |
| Typed name of school principal | Signature of school principal | Date |
| **Greg Santiago** | | |
| Typed name of SSC chairperson | Signature of SSC chairperson | Date |

# West Contra Costa Unified School District
## Hanna Ranch Elementary School
## 2017 - 2018
## School Site Council Membership Roster

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

| | Names of Members | Term ends on: | Identify Chair Person: |
|---|---|---|---|
| *Parent/Community Members* | | | |
| #1 | **Ms. Chelsea LaForrest** | **6/30/19** | |
| #2 | **Ms. Gladys Kwok** | **6/30/19** | |
| #3 | **Ms. Lisa Jeung** | **6/30/19** | |
| #4 | **Ms. Gloria Guzman** | **6/30/18** | |
| #5 | **Ms. Mary Sambajon** | **6/30/18** | |
| *School/Other Members* | | | |
| Tchr #1 | **Ms. Alissa LaPorte** | **6/30/18** | |
| Tchr #2 | **Ms. Lori Cole** | **6/30/18** | |
| Tchr #3 | **Ms. Elizabeth Henry** | **6/30/18** | |
| Other | **Ms. Rosa Gomez** | **6/30/18** | |
| Principal | **Mr. Greg Santiago** | **6/30/18** | **X** |

**Membership Composition:**

**Elementary (10 total)**
1 Principal
3 classroom teachers
1 other school staff
5 parents/community members

# Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

**Improve Student Achievement:** Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

**Support the Whole Child Socially and Emotionally**: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

**Involve All Stakeholders:** Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

**Ensure All WCCUSD Students Are College and Career-Ready**: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Hanna Ranch Elementary School's specific SPSA plan of action for the 2017-18 school year.

# Theory of Action

~Learning & Teaching: If we teach the process of understanding to analyze why we came to answer rather than focus on the answer itself, then, we will be able to increase problem-solving skills in our students.

If we teach and model how to lower our effective filters and target cognitive challenges to multi-central purposeful activities then, we will increase the joy of learning and positive engagement, maintaining a safe environment to keep students in the learning zones

~Student Culture & Climate

If the adults and students develop and practice efficacious mindsets, then we will become a school culture dedicated to academic achievement and socio-emotional growth.

~Adult Learning & Collaboration

If we work on building relationships with students, parents, and staff, then we will increase the trust and collaboration of our community and students.

# SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

| | Task | Choose one task management option for each step | | |
|---|---|---|---|---|
| | | **SSC Actively Involved in Task** | **or** | **Task Delegated to** |
| **Step 1** | Analyze local assessment data | Process: **SSC will review SBAC and STAR data as well as Grade Level Teams Analysis Reports.** | or | Process: **The principal will prepare STAR/SBAC data for review and Grade Level Data Teams will analyze data and report to SSC in November and March** |
| **Step 2** | Gather input from (check all that apply) **X** ELAC **X** Others **Grade Level Teams, SST** | Process: **SSC will review CCSS standards and 21st Century skill building practices adoupted by the school.** | or | Process: **Principal will gather and organize input and data and present it to SSC** |
| **Step 3** | SPSA strategies development | Process: **The principal will include smart goals developed by the Hanna Ranch staffed and place them into the SPSA. The 2017-2018 SPSA will be updated to reflect new and additional educational and socio-emotional goals by November 2015. The SPSA will be presented to the SSC and placed up for a vote at the end in November.** | or | Process: **Principal andstaff will review and revise our goals and strategies for 2015-2016 and present them to SSC.** |
| **Step 4** | Budget development | Process: **SSC will review and refine proposed budgets to fund strategies and approve final budget.** | or | Process: **The principal and staff will develop budget proposals to fund strategies. Principal will present proposed budgets to SSC for refinement and final approval.** |
| **Step 5** | Finalize and submit SPSA for School Board Approval | Date: **December 2017** | | |
| **Step 6** | SPSA monitoring | Process: **The Principal will monitor the progress af our goals and strategies and update the SSC in September, January and May.** | or | Process: **The principal and staff will collect and analyze data, complete SPSA Monitoring Forms for SSC feedback and approval.** |

# System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

| Barrier Description | Strategy for Overcoming Barrier |
|---|---|
| Staffing: | * |
| Facilities maintenance: | * |
| Facility capacity (space for classrooms/programs): | * |
| Safety: | * |
| Materials availability: | * |
| Technology: | * |
| Fiscal Support: | * |
| Compliance Support: | * |
| Curriculum and Instruction Support: | * |
| X    Other:  **none at this time** | * |

\* A check in the box indicates that completion of this section requires additional central administrative department support.

# Data Analysis

| | Data Reviewed | Concern/Strength<br>*Determine if data results indicate an area of growth school wide or an area of concern/need* | Description of Findings (400 character max)<br>*Provide a brief description of what the data shows/implications for instruction* |
|---|---|---|---|
| | **Academic Data** | | |
| **Choose 3** | Accelerated Reader/Star Reading: | Area of concern<br>Area of strength | |
| | Benchmarks:<br>**ELA: Treasures formative assessments** | Area of concern<br>**X**Area of strength | **This is the first year we are using our adopted core program, Treasures, as a benchmark to student growth** |
| | Benchmarks: | Area of concern<br>Area of strength | |
| | Benchmarks: | Area of concern<br>Area of strength | |
| | SBA: | Area of concern<br>Area of strength | |
| | AMAO Data:<br>**CELDT** | **X**Area of concern<br>Area of strength | **We did not reclassify 1 student, who has enrolled at the school for more than 4 years, by the 5th grade** |
| | CELDT:<br>**RFEP** | Area of concern<br>**X**Area of strength | **30% of EL students were reclassified RFEP** |
| | Grade Count: (Secondary Only) | Area of concern<br>Area of strength | |
| | GPA: (Secondary Only) | Area of concern<br>Area of strength | |
| | Credits Earned: (Secondary Only) | Area of concern<br>Area of strength | |
| | Other: | Area of concern<br>Area of strength | |
| | Other: | Area of concern<br>Area of strength | |
| | **Student Support Data** | | |
| **Choose 2** | Attendance: | Area of concern<br>**X**Area of strength | **Continued attendance over 95%** |
| | Suspension | Area of concern<br>**X**Area of strength | **Suspension rate down 50%** |
| | Parent/Community Survey: | Area of concern<br>Area of strength | |
| | Healthy Kids Survey: | Area of concern<br>Area of strength | |
| | Other: | Area of concern<br>Area of strength | |
| | Other: | Area of concern<br>Area of strength | |

# REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

# Student Achievement

## English Language Arts (ELA)

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Content Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| English Language Arts | 20% students performed in the "Needs intervention" band on the second ELA STAR in grades K-2 | Students in K-2 who are struggling, will receive intervention to increase comprehension in reading language arts and phonemic skill awareness. By 2nd benchmark 2017-2018, the number of students in the same band will decrease to 15% using components of our early intervention program | students performing @ 1 year below grade level in K-2 | Renaissance Learning/ AR | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | Increase SBAC ELA proficiency |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | Kindergarten Entry exam | June 5, 2016 | | |
| 2 | Instructional Aide | August 22, 2016 | 17067 | LCFF |
| 3 | Afterschool early intervention program | October 2016 | | |
| 4 | Progress monitoring through AR | On-going | 500 | LCFF |
| 5 | Purchase materials and supplies for students including on-line licenses | On-going | 4000 | LCFF |
| 6 | Pay for subs for academic conferencing | On-going | 750 | LCFF |
| 7 | Pay teachers extra hours for PD/Collaboration | On-going | 3185 | LCFF |
| 8 | Lucy Calkins Training/Contract | On-going | 2500 | LCFF |
| 9 | Purchase materials and supplies for PD | On-going | 2500 | LCFF |

# Student Achievement

## Mathematics

<table>
<tr><th colspan="5">2017-2018 Single Plan for Student Achievement (SPSA) Goals</th><th colspan="2">LCAP Alignment</th></tr>
<tr><th>1. Content Area</th><th>2. What student needs have been identified and what metrics were used to measure/identify progress?</th><th>3. Description of 2017-18 School SMART Goal</th><th>4. Targeted Pupil Subgroup(s)</th><th>5. What Local Assessment/Metric will be used to measure School SMART Goal?</th><th>6. District LCAP Goal</th><th>7. Annual Measurable Outcome</th></tr>
<tr><td>Mathematics</td><td>45% of the students did not reach mastery according to the 2nd My Math Benchmark</td><td>June 2018 each grade level will demonstrate 10% growth overall in the 2nd My Math benchmark</td><td>K-5</td><td>McGraw-Hill My Math unit asssessments</td><td>Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</td><td>Increase SBAC Math proficiency</td></tr>
</table>

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | Four hours of professional development for My Math online | September 1, 2016 | 2274 | LCFF |
| 2 | Purchase materials and supplies for students | On-going | 3831 | LCFF |
| 3 | Professional development and collaboration | as needed | 3592 | LCFF |
| 4 | Purchase materials and supplies for PD | On-going | 500 | LCFF |
| 5 | Extra teacher hours for afterschool tutoring | On-going | 5019 | LCFF |
| 6 | Subs for academic conferencing | On-going | 750 | LCFF |
| 7 | After school tutoring | on-going | | LCFF |

# Student Achievement

## English Language Development (ELD)

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Content Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| English Language Development (ELD) | According to the CELDT 2016-2017, 66% of our ELL students made growth according to the CELDT | Teachers will use the core and supplemental materials to increase student performance during ELD. As a result, the number of students moving up 1 ELPAC Overall level will increase to 70% of our ELL population | English Language Learners | ELPAC, STAR | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | % of students scoring Early Advanced/ Advanced on the California English Language Development Test (CELDT) will increase |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | Reviewing ELPAC release questions | September, 2017 | | |
| 2 | Teaching ELA/ ELD standards and strategies for writing and comprehension | On-Going | | |
| 3 | Purchase materials and supplies for students | On-Going | 2532 | LCFF |
| 4 | Purchase materials and supplies for PD | On-Going | 1250 | LCFF |
| 5 | Extra teacher hours for Collaboration for data analysis | On-Going | 1592 | LCFF |
| 6 | progress monitor success based on star results | | | |

# Student Achievement

## African American

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Focus Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| Academic | African American students have traditionally scored below proficeincy as a subgroup. At Hanna Ranch 67% reached proficiency on the ELA Benchmark 2 | The staff will implement Culturally Responsive pedagogy, as outlined by Sharroky Hollie in his culturally responsive trainiing. The African American subgroup will show an increase of 10% in ELA. | All | ELA Benchmark 2 | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | Increase SBAC ELA proficiency |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | Review Culturally Responsive pedagogy training (90% of current staff have attended Culturally Responsive Training) | September 2017 | | |
| 2 | Teachers will arrange for peer to peer assistance | On-going | | |
| 3 | Principal will support teachers by modeling engagement protocol | on-going | | |

# Student Achievement

## Attendance

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Focus Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| Attendance | Continual growth in overall ADA as indicated by our monthly attendance reports. 2015-16 ADA was 96.35 | By June 2018, we will increase our attendance by .05% by giving out perfect attendance awards each trimester. | All | Power school attendance | Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students | All school will maintain 95% or above attendance rate |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | Students will be recognized triannually during an assembly for perfect attendance | Triannually | | |
| 2 | Purchase incentives for students | On-going | 1000 | LCFF |

# Student Achievement

## School Climate

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Focus Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| School Climate | Many students are hesitant to take risks and engage in challenges in order to promote a process-orientated model of learning. 33% of students did not reach mastery according to the 2nd benchmark of 2017-2018 | The school will use the Mindset Works program to promote a growth mindset approach to learning for all students. We expect this program will increase the 2nd benchmark score by 10% | All | Math Benchmark 3 2017 | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | Increase SBAC Math proficiency |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | We will be trained in Mindset Works, growth mindset instructional program | September, 2017 | 2000 | LCFF |
| 2 | Staff reading club to promote growth minset | on-going | | |
| 3 | Growth mindset professional development from district | on-going | 1000 | LCFF |
| 4 | Growth mindset parent engagement night | February, 2017 | 500 | LCFF |
| 5 | Growth mindset/ Mindfulness Conferences | on-going | 2000 | LCFF |
| 6 | Collaboration | on-going | 1500 | LCFF |
| 7 | Purchase materials and supplies for PD | on-going | 800 | LCFF |
| 8 | Purchase materials and supplies for students | on-going | 1000 | LCFF |

# Student Achievement

## Parent Involvement

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Focus Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| Parent Involvement | It has been our experience that Multiple Method math problems and depth of knowledge questions on the SBAC and District Benchmarks pose a higher difficulty of comprehension than CST based question. This has been confusing for many parents. Some families are perplexed by the "New Math," and are having difficulties using multiple methods to assist their children with their math work at home. In order to help our community understand multiple method mathematical instruction, we held a math family night but only 10 families attended. | Increase participation by 100% on family math night by having student as experts teach parents. In addition we wiill included videos, stations, and hands-on workshops to make Family night more appealing. | All | Family attendance at Family Math night. | Increase parent and community engagement, involvement, and satisfaction. | To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | CCSS Family Math night | November, 2016 | | |
| 2 | CCSS instructional academies | On-going | | |
| 3 | Purchase materials and supplies for parent events | On-going | 1500 | LCFF |

# OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

# Student Achievements

## ILT Goals

| 2017-2018 Single Plan for Student Achievement (SPSA) Goals | | | | | LCAP Alignment | |
|---|---|---|---|---|---|---|
| 1. Focus Area | 2. What student needs have been identified and what metrics were used to measure/identify progress? | 3. Description of 2017-18 School SMART Goal | 4. Targeted Pupil Subgroup(s) | 5. What Local Assessment/Metric will be used to measure School SMART Goal? | 6. District LCAP Goal | 7. Annual Measurable Outcome |
| Improve student learning in ELA | 20% students performed in the "Needs intervention" band on the second ELA STAR in grades K-2 | The ILT will lead the staff and develop and use culturally sensitive instructional practices and SEL as a method to move students towards proficiency. | ALL | STAR | Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). | Increase SBAC ELA proficiency |

| Actions to Support Goal: (one action per line) | | By When: | Cost: | Site Funding Source |
|---|---|---|---|---|
| 1 | Establish SMART goals | June 2017 | 0 | |
| 2 | Establish DDI calendar | August 20, 2017 | 0 | |
| 3 | Conduct 3 planning days (BOY, MOY, EOY) to review progress of the SPSA goals | On-Going | 0 | |
| 4 | Communicate information from the staff to the ILT and vice versa | On-Going | 0 | |

# Overall Budget Summary

## Summary of Costs

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|---|---|---|
| **Funding Source** | **Allocation** | **Balance (Allocations-Expenditures)** |
| LCFF | 63142 | 0.00 |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| LCFF | 63,142.00 |

# Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs

- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

    - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
    - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
    - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
    - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.